# Meeting the Requirements For Paraprofessionals In the No Child Left Behind Act

September 2002

- Meet requirements of No Child Left Behind Act
- Ensure qualified personnel working with our children
- Ensure the quality of instruction for kids

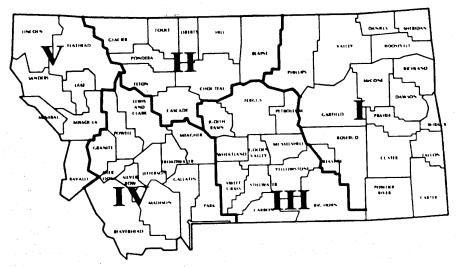
### **Overview**

- Requirements for paraprofessionals in NCLB
- Who are Montana paraprofessionals?
- Proposed option for local assessment
- Describe assessment process
- Training options
- Long-range plan

# OPI Paraprofessional Consortium

- Extension of State Comprehensive
   System For Personnel Development
   (CSPD) Council
  - State Council
  - 5 Regional Councils

#### Montana CSPD Regions



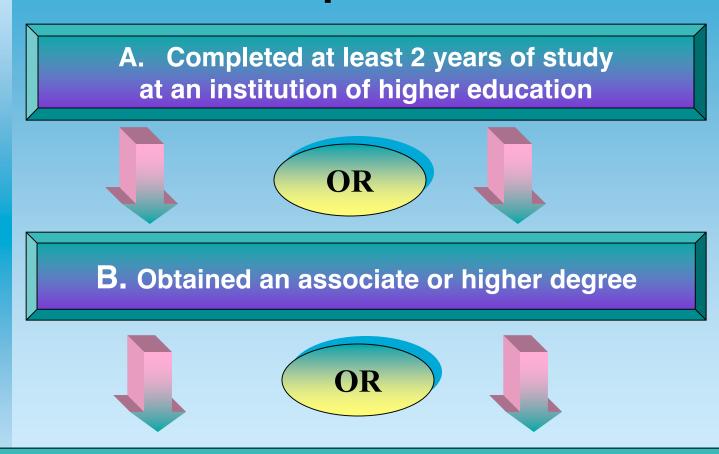
# OPI Paraprofessional Consortium

- 1996- CSPD Council appointed a task force address ongoing issues, concerns and training for paraprofessionals
- Includes general ed administrators, teachers, parents, Title I, Speechlanguage, PT/OT rep, UM, SKC rep, OPI, MT Plains RRC

# OPI Paraprofessional Consortium

- Developed Resource Guide for Paraprofessionals
  - ☐ 4<sup>th</sup> Revision
- Two grants for Training for paraprofessionals
  - Training of Trainers model
- Recognition for Paraprofessionals

# No Child Left Behind Act Qualifications For Paraprofessionals



C. Met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing and math

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## Who must meet requirements?

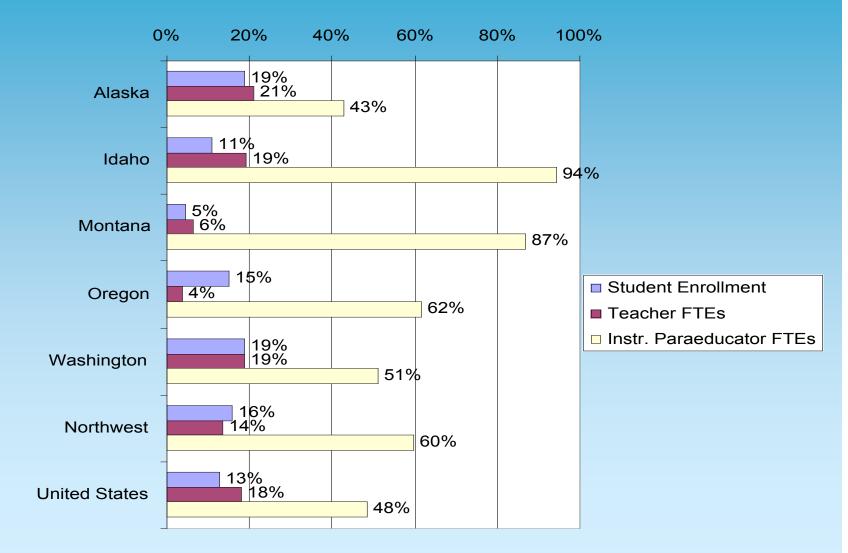
- Individual providing instructional support duties
- NOT to individuals providing only noninstructional duties
- Paraprofessionals in targeted assisted program paid with Title I funds
- All paraprofessionals in schoolwide programs

## Who must meet requirements?

- Hired before January 8, 2002: have 4 years to meet these requirements
  - Excepts paraprofessional who serves primarily as translator
  - Excepts paraprofessional working solely on parent involvement activities
- Hired after January 8, 2002: must meet requirements upon hiring

### Historical Look at Paraprofessionals in Montana

Figure 1-\_\_. Rate of Increase in Instructional Paraeducator Employment Relative to Student Enrollment and Teacher Employment, 1990 to 1998 (employment based on full-time equivalents)



Sources: National Center for Education Statistics, Digest of Education Statistics (annual) and Statistics in Public School Student, Staff, and Graduate Counts by State, School Year 1998-99, June 2000 (NCES

# Who are Montana's paraprofessionals?

Paraprofessional
Survey Results
January 2000
1100 Paraprofessionals
Returned Surveys

#### 2000 Montana Paraprofessional Consortium Survey: "Highest Level of Education Attained"

	Number	Percent	
GED	20	2.2%	
High School Diploma	231	24.9%	
Technical College	52	5.6%	
Some College/ No degree	289	31.1%	
2-year college degree	91	9.8%	
4-year college degree	143	15.4%	
Some graduate work	26	7.5%	-35.5%
Master's degree & beyond	70	2.8%	
No data	7	.08%	

# 2000 Montana Paraprofessional Consortium Survey: "Do you have a license, certificate, or other credential to work in education?"

	Number	Percent
YES	203	21.9%
NO	720	77.5%
Missing	3	.6%

## 2000 Montana Paraprofessional Consortium Survey: "How long have you been a paraprofessional?"

	Number	Percent	
1st year	133	14.3%	
1-3 years	214	23.0%	
4-9 years	331	35.6%	61.6%
10+ years	242	26.0%	<b>—</b>
Missing	9	1.0%	

### Meeting the Requirements

#### Montana Paraprofessional Consortium/ OPI

Paraprofessional Portfolio and Competency Checklist

New paraprofessionals Existing paraprofessionals

### Meeting the Requirements

Task Force of the Paraprofessional Consortium-June 2002

- Representatives from
  - OPI- Title I/ Special Education
  - Paraprofessional Consortium
  - Montana Center on Disabilities
  - Northwest Regional Laboratory
  - MEA/MFT

#### **New Paraprofessionals**

Competency/Portfolio





□ Orientation



Ongoing Professional Development

### **Existing Paraprofessionals**

Paraprofessionals keep portfolio to demonstrate they have skills to meet standards

# Meeting the Requirements



- Competency/ Portfolio checklist
  - Based on Standards developed by the National Resource Center for Paraprofessionals (Anna Lou Picket)
  - CEC Standards for paraprofessionals
- Used for new and existing paraprofessionals
- ☐ 7 Standards

#### Seven Standards

Standard 1: Demonstrate knowledge in the areas of reading, writing and math.

Standard 2: To serve as members of program implementation teams

Standard 3: To assist teachers/ providers in maintaining learner- centered, supportive environment

Standard 4: To assist teachers/ providers with planning and organizing learning experiences and environments

### **Seven Standards**

Standard 5: To assist teachers/ providers in engaging children and youth in learning experiences

Standard 6: To assist teachers/ providers with assessing learner needs, progress and achievements

Standard 7: To meet standards of professional and ethical conduct

#### **Documentation**

- Achievement Level
  - E- Entry
  - · I- Intermediate
  - A- Advanced



### **Documentation**



- Verification
  - · C- Class
  - I Interview
  - D- Demonstration
  - · P- Portfolio

# Standard 1: Knowledge of Reading, Writing, & Math

- Variety of tools to assess
  - MSU Assessment- Reading, Writing, Math (ACT)
  - Compass Assessment (College of Technology)
  - Test of Adult Basic Education (Adult Education)
  - Wonderlic Basic Skills Test (PAR catalog)
  - Others?
  - Used as initial assessment with

# Standard 2-7: Ability to Assist in Instruction of Reading, Writing and Math

### Meeting the Requirements: New paraprofessionals

Structured Interview Questionsinitial screening- meet standards

 Hired contingent on completing an Orientation and continued Professional Development to meet standards

### Verification



- Supervisor verifies competencies met by Interview by signing off with I (Interview)
  - Transfer scores to Interview Summary for Portfolio
  - Initials each Skill or Knowledge the Paraprofessional demonstrates

#### **Orientation**

### OPI Resource Guide for Administrators, Educators and Paraprofessionals

- Background
  - Consortium- 1996
  - Overview of guide
  - □ Situations/ Orientation Guide
  - Match the Entry level standards
- Introduce portfolio
  - Identify areas of needed professional development

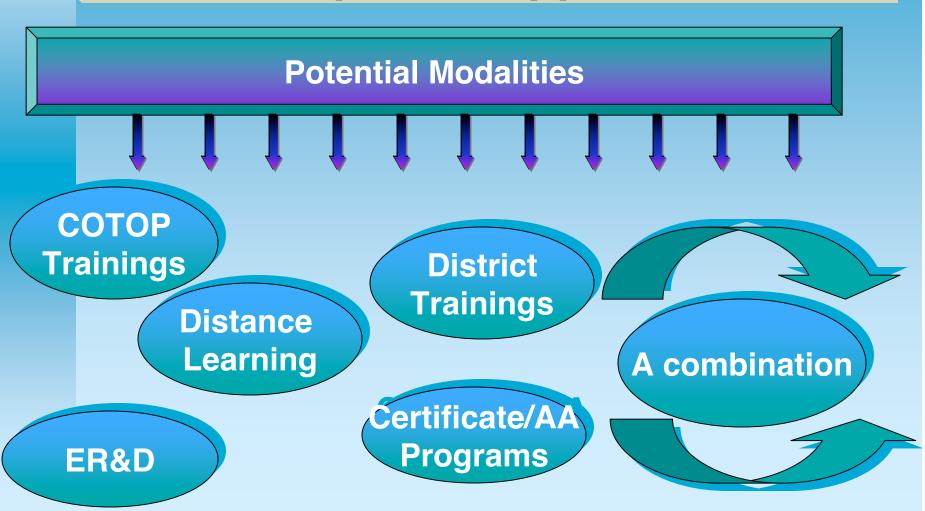
### **Existing Paraprofessionals**

- 4 years to comply
- Paraprofessional standards used as portfolio/competency checklist
- Paraprofessionals keep portfolio of information demonstrates standards met
  - Participation in class
  - Interview with Paraprofessional
  - Demonstration by Paraprofessional

### **Existing Paraprofessionals**

- Supervisor verifies paraprofessional has met standard
- Verification included in portfolio that paraprofessional has met standard
- Administrators accountable to show paraprofessionals meet requirements of ESEA

### Ongoing Professional Development Opportunities



# Ongoing Professional Development Opportunities

- COTOP Trainings
  - Para2 Center- University of Colorado-Denver (3 year grant)
  - □ 12 Academies
  - □ Trainers across the state
  - Scientifically based researched methods
- CSPD Regions
  - Systematic approach to providing training

#### **COTOP ACADEMIES**

**Instructional Teamwork** 

Personal Growth, & Development

Orientation to Special Education

**Student Supervision** 

**Interpersonal Skills** 

**Instructional Strategies** 

#### **COTOP ACADEMIES**

**Behavior Management** 

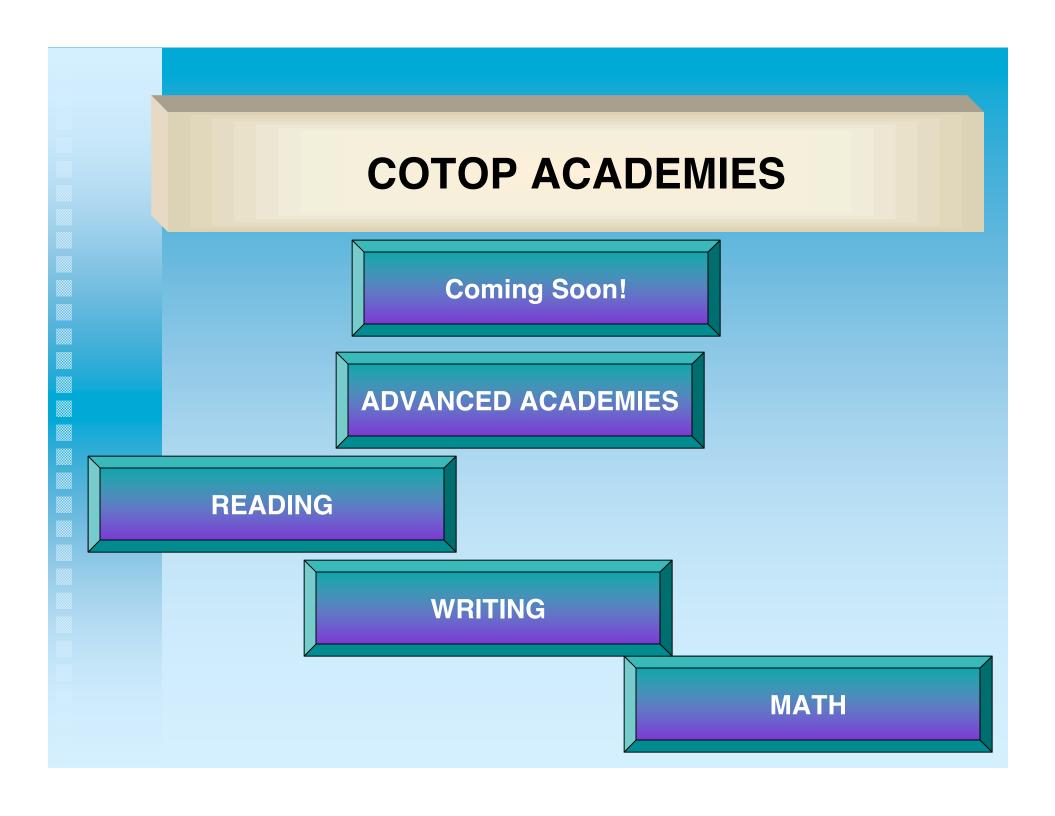
Severe Communication
Support Needs

**Instructional Technology** 

**Significant Supports for Challenging Behavior** 

Life Skills

Significant Health Support Needs



## Ongoing Professional Development Opportunities

- - Education Research and Dissemination Program for Local Unions
    - Foundations for Effective Teaching
    - Reading Instruction
    - Math Instruction
    - Managing Student Behavior

### Ongoing Professional Development Opportunities

- District Trainings
  - Professional Development offered to teachers- include paraprofessionals
  - Specifically in areas of Reading, Writing, and Math

#### **AVAILABLE FUNDING**

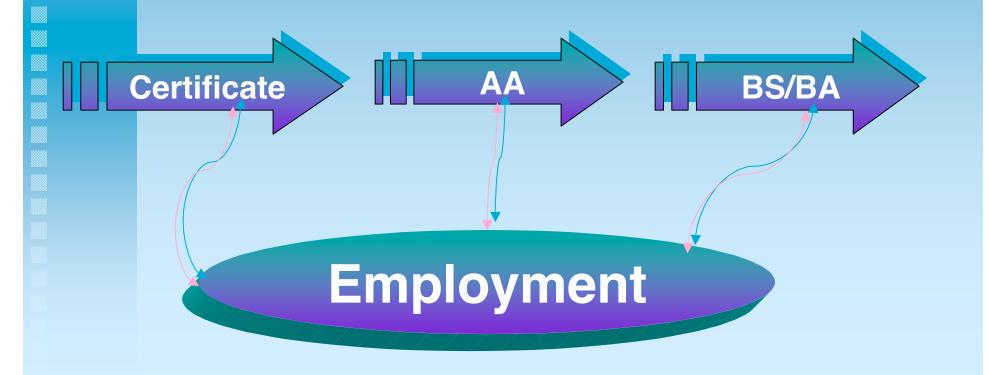
- Title I –each district set aside 5-10% for professional development for teachers and paraprofessionals
- Title II- Part A funds training and recruitment of high quality teachers and principals
- Special Education Part B funds
- District professional development funds
- CSPD sponsored professional development opportunities

### Paraprofessional Certificate Program



**Region I CSPD** 

Potential Scope and Sequence:
A collaborative approach between/among
2- and 4-year colleges and universities



#### **Matriculation of COTOP Courses**

- MSU- Billings
- College of Technology University of Montana

# Future Professional Development Opportunities

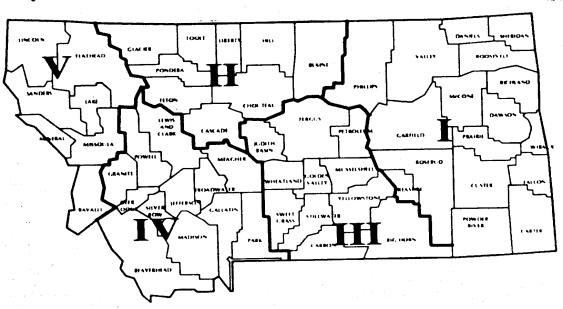
Online Learning Opportunities



- Web sites
  - ☐ State CSPD Web Site
    - www.opi.state.mt.us/cspd
      - Regional CSPD Chairs & Coordinators

#### □ CSPD Chair/ Coordinators

Montana CSPD Regions





- OPI Resource Guide for Administrators, Educators and Paraprofessionals
  - Available free from OPI by calling Brenda at 444-0037
  - Available to download on CSPD web site or Montana Center on Disabilities Web Site

Montana Center on Disabilities Technical Assistance Center

http://www.msubillings.edu/mtcd/paraed/index.htm

- ⊓ Resources
  - To borrow/ check out and use
  - Download OPI Resource Guide

#### **End Result**

- Highly qualified staff to work with our children
- Raising the achievement level of students!!!
- NO CHILD LEFT BEHIND!

### Questions? Comments?